

**Para Todos
Facilitator Guide
DVD 1—Chapter 5
Violence**

Dear Facilitators:

The purpose of this chapter is to provide information about violence and how to prevent it. It teaches the importance of maintaining an open dialogue between parents and their children.

Chapter Goals:

1. Learn about ways to prevent the various forms of violence that today's families can encounter.
2. Understand the vicious cycle of violence and how it can affect our children in the short and long term.
3. Help our children maintain a positive and healthy emotional outlook and give tips on how to exercise self-control and anger management.
4. Identify the signs of violence among our youth.

Suggestions for Guest Speakers:

To enrich the session, the facilitator could invite the following experts from the community:

- Domestic violence counselor
- Police officer experienced in domestic violence crime
- Victim of domestic violence
- Social worker
- Attorney who specializes in domestic violence cases
- School counselor
- Psychiatrist or psychologist.

VIDEO, PART I

Main Concepts:

The following concepts are presented in the first section:

1. Women and children tend to be among those most affected by domestic violence. Domestic violence sometimes is caused by the need for power and control over the spouse and children.
2. Signs of domestic violence can be difficult to recognize.
3. Domestic violence can happen to anyone.

Participants should understand the following important points:

- Violence can take many forms, including physical, emotional, verbal, sexual, and economic.
- The dynamics of love, jealousy, possession, and control in couples, whether young or old, can lead to emotional conflicts that can result in violence.
- Often, victims of violence do not seek help because they fear the consequences to their children and family.
- There is hope for victims, and there are special centers they can turn to for help.

PAUSE FOR DISCUSSION #10

Participants respond to the following questions:

- What is the difference between verbal abuse and an argument?
- What should a person do if she or he suspects sexual violence in the home?
- What prevents us from seeking help and how can this be overcome?

VIDEO, PART II

Main Concepts:

The following concepts are presented in the second section:

1. Sometimes violent behavior is learned; it can be passed down from one generation to the next because young people have a tendency to imitate their parents' behavior, including acts of violence.
2. As a result of exposure to violence in the home and neighborhood, in music, and in movies, young people can get the impression that violence is normal and acceptable.
3. To prevent violence, it is important to teach young people that acts of violence are not acceptable. It is especially important to teach them that they can break the cycle of violence.

Dramatization: Mi Barrio

In this dramatization we meet a boy whose younger brother looks up to him for everything. Despite this, the older brother sets a poor example for his younger brother when he becomes jealous of his girlfriend. He becomes abusive, treating her as though he owns her. Upon seeing this behavior, the younger brother expresses his desire to become just like his older brother. When the older brother recalls the acts of violence he witnessed when his father abused his mother, he realizes he is perpetuating the vicious cycle of learned violent behavior.

PAUSE FOR DISCUSSION #11

Participants respond to the following questions:

- What did you think of the dramatization?
- How can we avoid the problems presented in the dramatization?
- How is violent behavior learned in the family?
- When and how does violence become something “normal” and “acceptable”?

VIDEO, PART III

Main Concepts:

The following concepts are presented in the third section:

1. Thousands of children die each year as a result of violence and abuse. Child abuse and violence are criminal offences that have serious consequences for the family, community, and society in general.
2. Sometimes inexperienced parents become frustrated with their babies crying all the time and don't know what to do. Shaking babies violently can cause brain damage.
3. Physical discipline can become an act of violence if the parents exaggerate the punishment and don't exercise self-control.
4. Physical punishment can have damaging consequences. Instead of teaching and disciplining the child, it can alienate and drive him or her away from home and family.

Note: The facilitator should have a list of community resources and organizations that can help prevent child abuse. It's important for the facilitator to explain that there are other options when it comes to punishment, such as those presented in the video.

PAUSE FOR DISCUSSION #12

Participants respond to the following questions:

- What do you think about physical punishment?
- What are some other ways you can discipline your children other than by using physical punishment options?

VIDEO PART IV

Main Concepts:

1. Bullying in schools affects many young people.
2. Acts of aggression often occur when no adults are present.
3. Bullying is different among boys and girls.
4. Emotional violence or being rejected or insulted can affect young people.

PAUSE FOR DISCUSSION #13

Participants respond to the following questions:

- Why is it important to speak up and not suffer in silence?
- How can you let your children know they can talk with you without being judged, made fun of, or criticized?

VIDEO, PART V--CONCLUSION

Main Concepts:

The following concepts are presented in the fifth section:

1. Symptoms exhibited by violent youth are presented to help parents determine if their children have violent tendencies.
2. Violent behavior should be confronted immediately in order to prevent an escalation of violence.
3. Many community centers and organizations are available where you can turn for help.

Note: The facilitator should provide a list of community resources and organizations that can help parents of violent children.

Optional Activities:

Next, we offer suggestions for group activities that are not included in the video. If you would like to tell us how the activity worked with your group, or suggest ideas for additional activities, please contact us at webmaster@hablemos.samhsa.gov.

Note: For the following activities we recommend having a trained counselor available to deal with any issues that may come up.

ACTIVITY #1: Recognizing Different Forms of Violence

Goal: To learn about *violence*.

- **Draw** five large boxes on the blackboard or, if you prefer, tape five large poster boards to the wall.
- **Ask** the participants to come up with five types of violence they recognize (for example, physical, verbal, emotional, economic, and sexual abuse).
- **Divide** the group into four smaller groups and assign one form of violence to each group.
- **Ask** the participants of each group to provide examples of the type of violence assigned to them.
- **Ask** for a volunteer from each group to write the examples of the different forms of violence on the blackboard.

The following are examples of the five forms of violence:

Physical

- Physical abuse includes slapping, punching, kicking, hitting with objects, and even pushing.

Verbal

- Verbal abuse includes using demeaning words, insulting, humiliating, threatening, shouting, and intimidating.

Sexual

- Sexual violence occurs when a person is treated like a sexual object, forced to participate in sexual acts against his/her will.
- Another form of sexual violence is when a family member sexually abuses another family member, or when children are exposed to adult sexual behavior.

Emotional

- Isolation is a form of emotional violence. It happens when the victim is not allowed to see his or her family or friends.

Economic

- Economic abuse happens when one of the spouses exercises monetary control and does not share money and property.

ACTIVITY #2: Controlling Anger

Goal: To identify situations that can result in anger.

The purpose of these exercises is to teach parents how to control their anger. One way of doing this is by helping parents identify the elements or situations that can result in feelings of anger.

- **Explain** that anger is a three-part cycle:
 1. **Onset**—characterized by the presence of warning signs: physical, behavioral, emotional, and perceived. All of these indicate that anger is developing and increasing.
 2. **Explosion**—marked by an uncontrollable anger that results in verbal or physical abuse.
 3. **Post explosion**—characterized by negative consequences due to physical or verbal abuse.
- **Explain** that the following strategies can help calm anger:
 1. Breathing/relaxation exercises.
 2. Removing yourself from the situation.
 3. Talking to a friend.
 4. Taking a walk.
 5. Exercising.
 6. Trying to figure out what is causing the anger.
 7. Keeping a positive perspective.
- Ask the participants to do the following exercises:

1. Make a list of events and situations that make you angry.

2. Identify the changes that occur in response to the above events.

Physical	Behavioral	Emotional	Cognitive

3. Think about something specific that you could do to help control your anger.
Describe.

Note: Give the participants a list of easily accessible local resources. Ideally, the list should include addresses, telephone numbers, hours of operation, and whether Spanish-language services are available.